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ABSTRACT

This guide provides a rationale and a path for implementing a school-to-work initiative in Florida. The 10 sections of the publication cover the following topics: (1) definition of the school-to-work initiative; (2) why school-to-work is important now; (3) school-to-work and the demographics and job skill requirements of Florida's work force; (4) Florida's mission; (5) school-to-work goals; (6) building the system (vision, foundation, three parts of school-to-work programs, major partners, and planning); (7) roles of employers, educators, parents, students, labor organizations, and community-based organizations; (8) benefits of school-to-work initiatives to all constituencies; (9) resources for more information about school-to-work programs in Florida; and (10) Florida's school-to-work regions. (KC)

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THE FLORIDA SCHOOL-TO-WORK HANDBOOK

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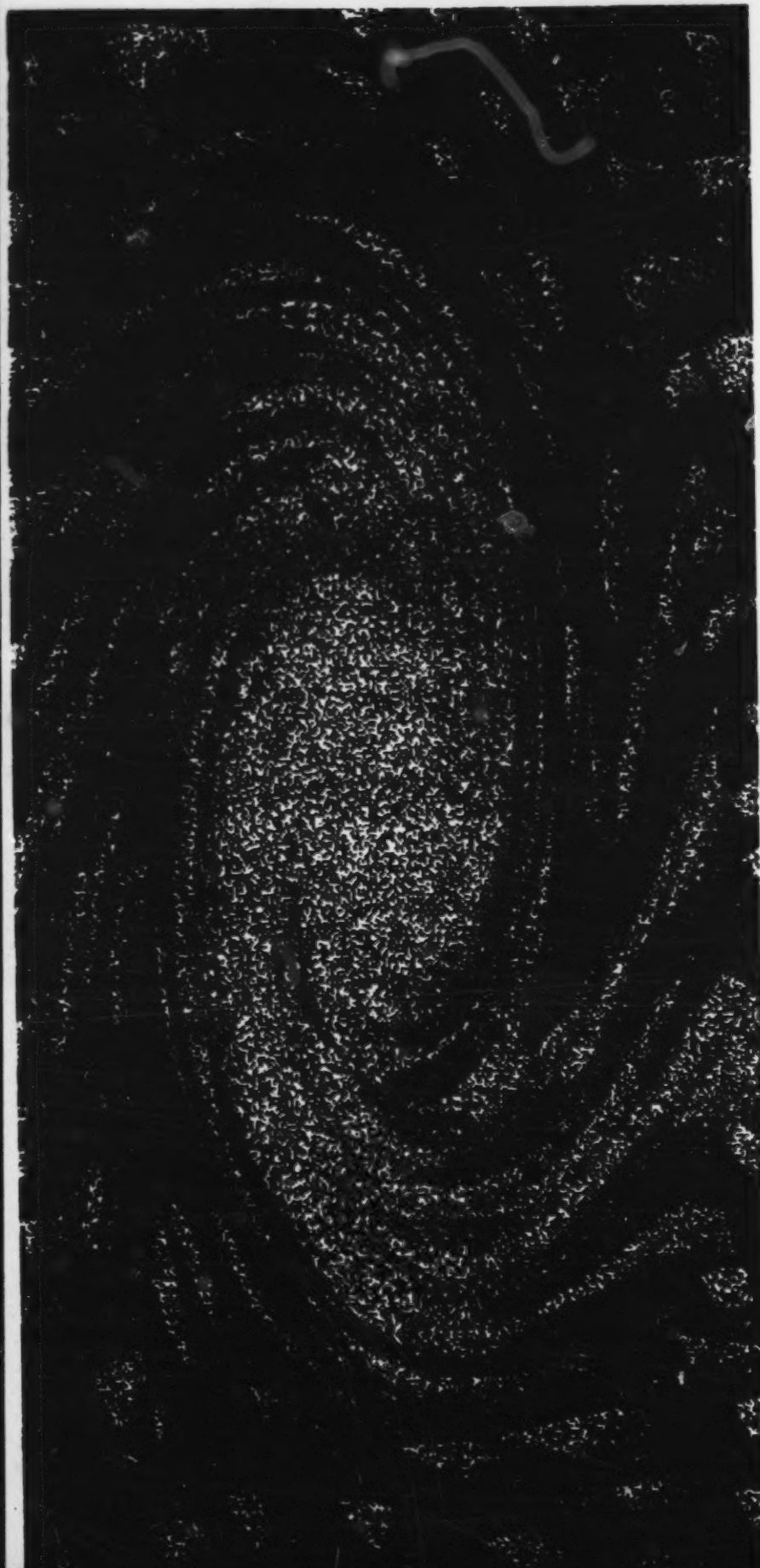

THE FLORIDA SCHOOL-TO-WORK HANDBOOK

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Tallahassee, Florida
Frank T. Brogan, Commissioner
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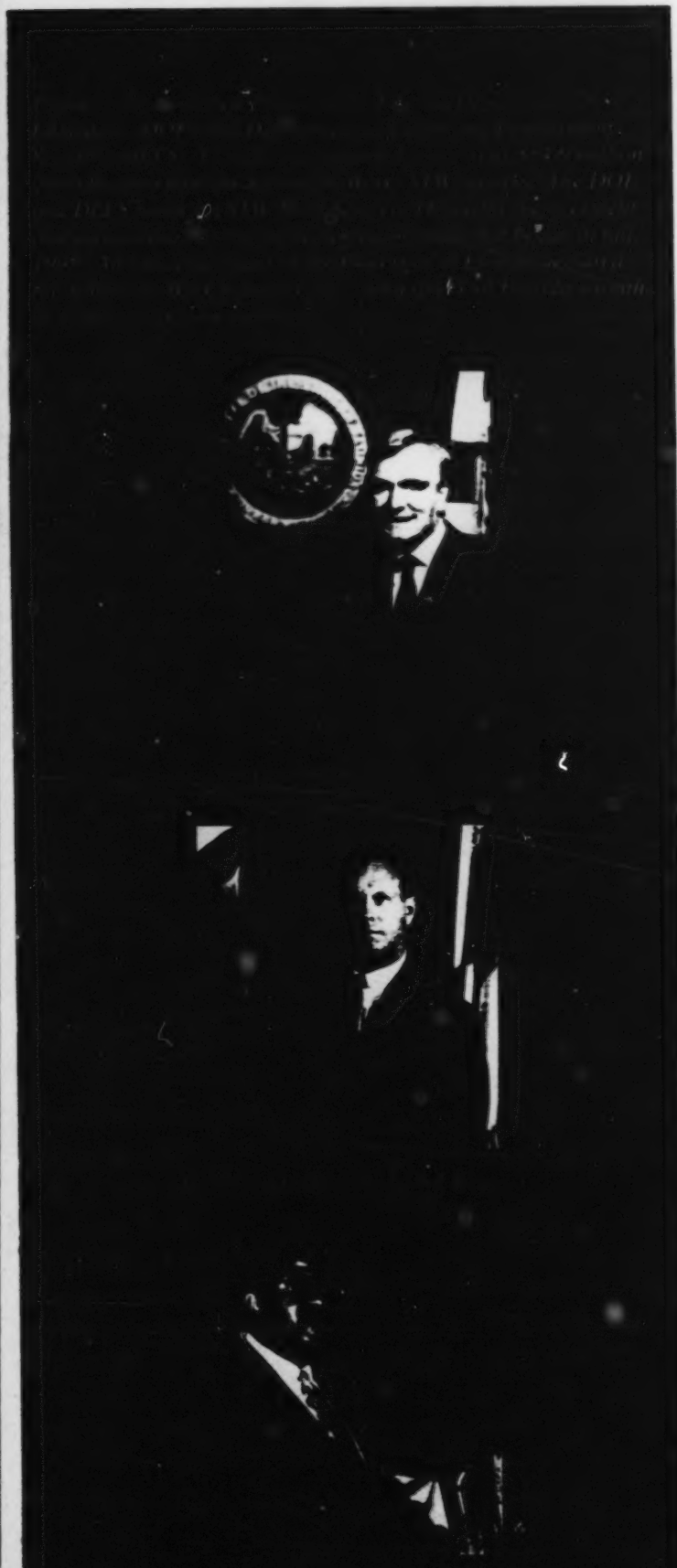


THE SCHOOL-TO-WORK INITIATIVE

The School-to-Work (STW) initiative, funded by the School-to-Work Opportunities Act of 1994, is not another top-down federal program. It is a challenge to all sectors of the community to work together to create a new *system* of *workforce education* designed to meet shared and individual career needs. This approach addresses the needs of Florida employers for better prepared workers as well as the reality that we all end up in the workforce. The system of STW ensures that these shared needs can be met.

School-to-Work is

- a cooperative initiative of education, labor, business, government, and communities that is designed to broaden the educational, career, and economic opportunities of all youths.
- an educational delivery system focused on careers and built on best practices already in place.
- an educational approach for **all** students that combines academic learning at school with hands-on learning at a worksite or in a simulated setting.
- an approach that ensures that local needs are met through ongoing community ownership.
- a system of well-marked pathways that students can follow to make the transition from school to a career track.

SCHOOL-TO-WORK—WHY NOW?

- The global marketplace is highly competitive.
- The world of work is changing rapidly.
- The number of skilled jobs is rapidly increasing as the number of unskilled jobs is declining.
- Highly technical jobs require more highly trained workers.
- Students are more highly motivated to learn academic subjects that are related to their career goals.
- Education that is coordinated with employer requirements better meets the needs of all.

The School-to-Work system and the programs within that system prepare students for success in today's competitive job market.

WHAT THE NUMBERS SAY

Job-Skill-Level Changes

Workforce	1950	2000
Unskilled	60%	15%
Skilled/Technical	20%	65%
Professional	20%	20%

Thus, estimates indicate that by the year 2000

- no more than 15 percent of all jobs will be for unskilled workers.
- 65 percent of all jobs will require more than a high-school diploma but less than a four-year degree.
- 20 percent of all jobs will require a four-year degree or higher.

The Future Workforce

- Twenty-nine percent of America's high-school students drop out, and 20 percent of those who do graduate lack the necessary skills for entry-level employment.
- In 1992, only 14 percent of high-school graduates met all of the *Nation at Risk* standards.
- In 1992, 60 percent of high-school graduates left high school without a curriculum focus.

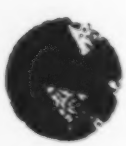
- Of U.S. high-school graduates,
  - only about 50 percent enroll in four-year institutions,
  - only 20 percent of those who do enroll complete a four-year degree, and
  - only 15 percent complete a four-year degree within six years of high-school graduation.

  Thus, the typical high-school curriculum is designed to meet the needs of about 10 percent of the students. The needs of most students are not served in the college-preparatory system.

- The average high-school graduate who does not enroll in postsecondary education holds nearly six different jobs and experiences four to five spells of unemployment by age 27.

- Roughly half of all high-school graduates fail to find stable employment by the time they are 30.

- Of every six job applicants who are turned down, five are rejected because they lack workplace-related reading, writing, math, and decision-making skills.



FLORIDA'S MISSION

Florida's School-to-Work system is designed

- to enable every person to achieve economic independence and to attain the quality of life to which he or she aspires.
- to work in full partnership with business and industry to prepare a workforce that will allow Florida's employers to remain competitive in the global economy.

SCHOOL-TO-WORK GOALS

- **Higher Academic Standards**
  Core subjects are emphasized. Courses are as demanding as they are relevant to students' lives and the world of work.

- **Reduced Dropout Rate**
  Showing the relationship between what students are learning in school and their career aspirations increases the relevance of learning and reduces the likelihood that students will drop out. Students are encouraged and expected to stay in school, meet graduation requirements, and develop into responsible citizens.

- **Improved Career Opportunities for All**
  Students' job prospects are enhanced when they receive hands-on training along with instruction in employability skills and SCANS competencies.

- **More Highly Skilled Workforce**
  Employers gain a more highly skilled workforce when schools provide a work-based curriculum and on-site training.

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BUILDING THE SYSTEM

Florida believes that schools must change. At a time when society is struggling to cope with technological advances, global economic competition, and social diversity, the public looks to our schools to lead the way into the twenty-first century.

Vision

Florida envisions a School-to-Work system that is built from broad goals and policies laid out at the state level, but actualized by regional and local teams comprised heavily of business and industry partners who will create a delivery system that is most appropriate for their area.

In this vision, student involvement in the School-to-Work system starts when the student comes through the door: When the system is completed, that door may be in any elementary, middle, or high school; an apprenticeship office; a one-stop career center; a postsecondary technical center; a community college; or even a university—in any area of the state—rural, suburban, or urban.

In this STW system, all students are provided full access to educational services and the necessary supportive services to overcome barriers to their success. All students have a declared career major, a range of integrated, work-based experiences, and a rigorous program of academic and technical training that keeps all options open for their future. Elementary students are provided

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career awareness integrated into the regular curriculum. Middle-school students explore technology anchored in career applications. High-school students are provided early career counseling and assessment, and have structured programs of study, including appropriate work experience and seamless postsecondary articulation.

JTPA youths or other at-risk students have job training supported by a planned sequential curriculum, and all have work experiences developed by the local PIC, occupational specialists, or business partners. Students who have separated from the educational system for whatever reason—dropping out, incarceration, etc.—are provided methods for reentry into the system. (Florida School-to-Work Implementation Grant, June 19, 1995, p. 1)

The vision is translated into a system through Florida's foundation of best practices and programs already in place. We will build on current strengths and continually assess what is needed for improvement. In keeping with the needs created by the great diversity of students and programs in Florida, the vision of the STW system must be comprehensive so that each stakeholder plays a key role that contributes to improving the quality of the system.

Foundation

The federal School-to-Work Opportunities Act of 1994 provides "venture capital" that enables states

- to develop partnerships.
- to design systems that will help young people make a successful transition from school to careers.
- to put in place the infrastructure for a *system* of workforce education that is based on existing model programs and efforts.

Many existing federal and state initiatives are redirected to support STW system components:

Federal Initiatives

- **Goals 2000.** The Goals 2000 Act provides resources to states and communities to develop and implement educational reforms aimed at increasing skills standards.
- **Carl D. Perkins Vocational and Applied Technology Act of 1990.** The Perkins Act provides for vocational and applied-technology programs in all Florida school districts. Programs are designed to facilitate the transition from school to work and enhance career opportunities. It also provides for Tech Prep and vocational-equity programs.
- **Tech Prep.** Tech Prep provides the school-based model for the STW initiative. Tech Prep funds support the development of consortia to bring about local and regional collaboration through a seamless system of instruction. Programs prepare students for technically demanding jobs or advanced studies; they often link the last two (or all four) years of high school with two or more years of postsecondary education and training.

- **Blueprint for School-to-Community Transition.** Federally funded, Florida's statewide multiagency systems-change project is an example of the collaboration between vocational educators and exceptional student educators.

- **Title I.** The Title I program focuses federal and state funds on a variety of programs to help young children and their families achieve readiness for school. Programs are designed to enable all children to meet the same challenging state content and performance standards.

- **IDEA (Individuals with Disabilities Education Act).** IDEA provides "free appropriate public education" to all eligible children with disabilities. The Act sets out a detailed procedure by which children are evaluated and appropriate programs of special education are developed to ensure a smooth transition from school to work.

- **Job Corps.** Administered by the U.S. Department of Labor, Job Corps is an employment and training program for severely disadvantaged youth (ages 16–22). It provides a comprehensive array of services, usually in a residential setting.

State Initiatives

In Florida, STW delivers and coordinates several state initiatives and programs already in place:

- **Blueprint for Career Preparation.** Florida's frontier reform initiative, the Blueprint initiated educational strategies that have now become standard in many program designs. Career-development skills begin in kindergarten and continue through adulthood. Each student sets career-oriented goals and develops a four-year program of study that supports those goals.

- **Career Academies.** In these special-focus programs, applied academic and technical instruction focuses on a single area (or occupational cluster) such as health care, science and technology, or hospitality and tourism. Most are "schools within schools," but an entire school may be designed around the academy concept.

- **Centers of Excellence.** Centers of Excellence are training programs established between industry and local educational agencies. A center may be located in a community college or vocational technical center at the postsecondary level or in a high school at the secondary level. There are centers in the automotive, electronics, agribusiness, health, and business-technology areas.

- **Cooperative Education (On-the-Job Training).** Another approach that links school with on-the-job experience, co-op programs are usually organized and administered by schools with the cooperation of employers. These formal, structured experiences are designed to reinforce and enhance a student's career major.

- **Curriculum Restructuring.** For the past three years, Florida has been extensively restructuring applied-technology-program curricula. Developed with active employer participation, each cluster contains a core of broad transferable knowledge,

specific occupational skills (which include the SCANS competencies), and employability skills.

- **Enterprise Florida.** Enterprise Florida serves as the state's public-private economic-development organization. This partnership among industry, government, commerce, and education works with local and regional economic-development organizations and business leaders to strengthen and coordinate the state's economic activities.

- **FETPIP** (Florida Education and Training Placement Information Program). An interagency data-collection system administered by the Florida Department of Education, FETPIP collects follow-up data on former students and program participants from nearly all the state's public-education, employment, and training operations and programs.

  Florida's top career clusters, identified by FETPIP, represent new, emerging, and expanding high-growth, high-wage industries and related occupations that require less than a four-year degree.

- **High Schools That Work.** Under this program (developed by the Southern Regional Education Board [SREB]), high expectations are established for students in both academic and vocational classes, the general track and low-level courses are eliminated, and vocational and academic classes are revised to place more emphasis on high-level applied academics. Students develop a career/transition plan based on career-awareness and assessment activities.

- **Jobs and Education Partnership (JEP).** JEP, a subsidiary of Enterprise Florida, is Florida's Human Resource Investment Council. JEP provides policy and oversight to Florida's workforce-development boards. These boards help provide services statewide for welfare-to-work programs; one-stop centers; high-skill, high-wage training; and STW.

- **One-Stop Career Centers.** Florida's Jobs and Benefits one-stop system provides highly integrated employment and training assistance that meets individuals' needs and is locally designed. Services include career counseling based on the latest labor-market information, employment and reemployment assistance, skills testing, referral to training providers, automated job-search assistance, and unemployment compensation.

- **Pathways to Your Future.** A major strategy for ensuring comprehensive career assessment and planning, *Pathways to Your Future* assists counselors and occupational specialists in working with students through the career-planning process. Each career plan includes a structured plan of high-school study, a career-preparation-program component, and records of activities that promote self-awareness, educational development, and career preparation.

- **Project Independence (PI).** Florida's statewide welfare-to-work program, PI is structured to increase employment among AFDC (Aid to Families with Dependent Children) recipients as quickly as possible. Participants engage in job-search, education, or training activities.

- **Regional Counseling and Guidance Workshops.** A series of regional workshops conducted for counselors, occupational specialists, and JTPA placement coordinators address Florida's Student Development Program. The workshops facilitate the discussion of strategies for restructuring guidance and counseling programs with a career-development approach. These ongoing workshops will continue through the current and upcoming fiscal years.

- **Regional STW Partnership Planning and Implementation.** As part of the state's commitment under its STW grants, Florida has awarded 7 implementation grants and 21 planning grants to regional partnerships.

- **School Improvement.** Florida's school-improvement and educational accountability reform legislation has been the catalyst for changes in education and is key to the implementation of STW reform in Florida. Its seven goals are aligned with the goals stated in the federal Goals 2000 Act. It provides guidelines for the development of a new system of school improvement and accountability and returns the responsibility for education to the local district level.

- **Statewide Work Keys Pilot.** Work Keys is a national system for teaching and assessing workplace skills. It connects employers with educators to identify job profiles and serves as a process to articulate that content into curricula. Florida is piloting Work Keys statewide as a strategy for maintaining the active involvement of employers in the STW delivery system.

- **Student Development Program (SDP).** The SDP is a conceptual model that can be used by schools and districts as a framework in the development, restructuring, or improvement of comprehensive guidance programs. This model supports the career-development process of students in STW initiatives as well as their personal and social development and academic achievement. Technical assistance and training programs are available upon request to those implementing the Student Development Program.

- **STW System Marketing.** A statewide employer marketing strategy is currently being designed through the Associated Industries of Florida (AIF). AIF representatives are developing videos and print materials and are meeting with local employers to inform them about the benefits of participating in the STW system and to encourage their participation in the regional STW partnerships.

- **Vocational Education.** Following a sequence of courses and training, vocational education combines academics with hands-on work experience. Students gain the skills needed for the jobs they get after completing school; they also receive academic training to prepare them for further education.

- **Vocational Student Organizations.** These organizations present students with entrepreneurial insights into a wide range of career options. In addition to sharpening specific vocational skills, they offer focused leadership training.

- **Work-Based Models.** As part of the effort to configure work-based learning as an integral curriculum component for all students' programs of study, Florida has enhanced the various work-based models currently operating in Florida schools and JTPA programs.

- **Workforce Development.** By Executive Order Number 95-468 from the Office of the Governor of Florida, STW is declared to be an essential element of Florida's workforce-development strategy. The Jobs and Education Partnership (JEP), a subsidiary of Enterprise Florida, is charged with designing and directing Florida's workforce-development strategy. The executive order instructs all executive state agencies and requests all other state agencies to provide all needed assistance to the JEP to support the successful completion of its duties.

The Three Parts of School-to-Work Programs

STW programs are composed of three major parts: (1) school-based learning, (2) work-based learning, and (3) connecting activities.

- **School-Based Learning**
  The school-based component consists of six major elements:

  - **Career counseling.** Students begin participation in a career-awareness or career-exploration and counseling program no later than the seventh grade.

  - **Selection of a career major.** Students select a career major by at least the eleventh grade.

  - **Program of study.** Each school-based learning program develops programs of study that meet the academic content standards established by the state. For every student, a program must be made relevant to the student's chosen career, and the student must receive information on how the knowledge gained is applied in a real-world setting.

  - **Integration of academic and vocational education.** Academic and vocational learning are integrated into a program consisting of applied methodologies, interdisciplinary teaching, and team-teaching strategies. The integrated curricula also provide instruction in "all aspects of an industry" as related to the career majors of participating students.

  - **Evaluation.** Regularly scheduled evaluations assess student progress in terms of academic achievement, workplace knowledge, and career goals, and ascertain whether the student needs additional learning opportunities in order to master core academic and vocational skills.

  - **Secondary-postsecondary articulation.** Partnerships design mechanisms to enable students participating in STW programs to move easily from secondary to postsecondary programs.

- **Work-Based Learning**
  Students gain practical experience. Work-based activities include (1) actual work experience (paid or unpaid), (2) structured job training, (3) workplace mentoring, (4) instruction in workplace competencies,

and (5) instruction in all aspects of an industry.

The following examples reflect the diversity of work-based programs in Florida:

- **Apprenticeship.** An organized program of instruction registered and approved by the United States Department of Labor or Florida Department of Labor and Employment Security, apprenticeship provides both related instruction and on-the-job training for the purpose of preparing workers for a skilled occupation or trade. Through formal agreements, apprentices become employees during their learning period, which is usually four years in length. Apprentices are taught by and work under experienced craft workers until trained-employee or journeyworker status is reached.

- **Clinical experiences/practicums.** Clinical experiences and practicums are highly structured work-based learning experiences primarily in the health field. They function under the guidance/supervision of a health-care professional and are closely coordinated with the content of the school-based component.

- **Internships.** The student who is interested in a particular career major participates in integrated school-based and work-based learning experiences designed to foster his or her career goal. The student works for an employer for a specified period through an internship to gain practical, first-hand knowledge about the particular industry or occupation.

- **Job shadowing.** As part of the career-exploration activities in early high school, a student follows an employee for one or more days to learn about a particular occupation or industry. Job shadowing is intended to provide students with broad-based exposure to the workplace under the guidance of an experienced worker and to help students hone their career objectives and select a career major for the latter part of high school.

- **Preapprenticeship.** A training program for out-of-school youths and adults who do not meet the requirements for entry into regular apprenticeship programs, the preapprenticeship program is usually one year in length. Preapprentices receive employability-skills training, work toward high-school completion, develop work habits and skills in paid jobs, and receive technical instruction related to their career paths.

- **School-sponsored enterprises**. Students produce goods or services for sale to or for use by others. Students typically are involved in the management of the project. They study the business side of their operations as they develop particular occupational skills. Enterprises can be undertaken on or off the school site.

- **Service learning**. A relatively new work-based learning opportunity in Florida, service learning requires the integration of school-based and work-based components in order to equip students with the knowledge, skills, and practical experiences they need to

provide a product or service to the community. The connections between service experiences and academic learning are emphasized.

- **Supported employment**. Designed primarily for individuals with significant disabilities, supported employment provides students with intensive ongoing support services in the development of employability and job-specific skills via paid employment. A job coach and strong family, business, and community support provide for a smooth transition from school to work.

- **Workplace mentoring**. A student is paired with an employee over an extended period of time, during which the employee helps the student master certain skills and knowledge, models workplace behavior, challenges the student to perform well, and assesses the student's performance. Mentoring may be combined with other work-based learning activities, such as internships or on-the-job training.

- **Youth apprenticeship.** A planned program of instruction, youth apprenticeship is designed for high-school students 16 years of age or older. Through a combination of academic study, related technical instruction, and paid on-the-job training in their chosen career paths, youth apprentices earn a high-school diploma, gain valuable job skills, and receive advanced standing in an adult apprenticeship program upon graduation.

- **Connecting Activities**
  Connecting activities focus on creating links among employers, schools, students, and others—on connecting the world of school with the world of work. The following are examples of connecting activities:

  - Matching students with participating employer worksites
  - Training job-site mentors
  - Assisting employers, schools, and students to connect the worlds of school and work
  - Providing technical assistance to schools, students, and employers
  - Linking youth-development activities and industry
  - Facilitating job placement, continuing education, or further training
  - Collecting and evaluating postprogram data.

Major Partners

Business leaders have joined government representatives in laying the foundation for a comprehensive, coordinated strategy to address workforce development and training.

Employers have been involved in the conceptualization of the STW system primarily through their active participation in collaborative, legislated leadership boards

and commissions. These groups are composed of CEOs of major Florida companies, leaders in organized labor, and the top management of governmental agencies, as well as local employers.

Major STW partners include the following:

- 24 regional workforce-development boards
- Florida Employer Advisory Council (formerly Job Service Employer Council)
- Vocational directors and occupational deans
- State-university cooperative-education coordinators
- Florida Council on Vocational Education
- Florida Council for Women and Girls
- Florida AFL-CIO
- Associated Industries of Florida
- Florida Chamber of Commerce

Florida is committed to nurturing and expanding its existing base of business involvement. Major business partners identified by regional partnerships include, but are not limited to, the following:

Academy of Construction Trades
Adelphia Cable
Advanced Computer Services and Consultation
Aldon Industries
Allied Signal
Allstate Insurance
American Automobile Association
American Heart Association
AmSouth Bank
Associated Builders and Contractors
Associated Home Builders
Associated Land and Title Company
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Dataflex Southeast
Dayco
E-One
Econo Lodge
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Farm Bureau Insurance
Federal Express
Fidelity Federal Savings Bank
First Commerce Bank

First Union National Bank
Florida First Bank
Florida Power and Light
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Planning

The Florida STW System Model is designed to address specific process, implementation, and evaluation components that ensure a cohesive and high-quality systemic effort. The model is flexible in application, but structured to provide a consistent approach to statewide STW implementation. It addresses system components that are common to serving both in-school and out-of-school youths. It connects with the school-improvement process that is designed to initiate systemic changes that result in innovative, relevant instruction in the classroom. STW provides a vehicle for change.

Components of Florida's STW System Model

Each partnership is required to address the model components, listed below, in their partnership plans and describe the strategies for implementing them within a system of School-to-Work.

- **Public Awareness.** Involves identifying programs and methods that can promote broad political and public support for the regional STW system, as well as provide recruiting mechanisms.

- **Professional Development.** Provides capacity-building and developmental training to all stakeholders based on existing mechanisms.

- **Career Guidance and Counseling.** Ensures that each participating institution implements a comprehensive career-guidance and counseling program. Building on the success of Florida's legislatively mandated career plan, programs assist each student in selecting an appropriate career major.

- **Support Services.** Provides programs for health, human, and remedial-education services to ensure the success of all students.

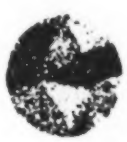
- **School-Based Programs.** Builds on and expands existing school-based initiatives and programs such as Tech Prep, vocational education, and applied academics.

- **Work-Based Programs.** Includes existing work-based programs and strategies offered under Workforce Development, as well as school-based or employer-based models such as apprenticeship, youth apprenticeship, preapprenticeship, internship, job shadowing, cooperative education, workplace mentoring, service learning, clinical experiences, and school-based enterprises.

- **Worksite Development.** Ensures the identification of worksites and the recruitment of employers to provide work-based and/or worksite learning experiences for all students.

- **Placement.** Addresses the matriculation of graduates into related occupations or continuing-education programs.

- **Evaluation and Outcomes.** Addresses the method by which each partnership will examine its process and assess the product of its activities. Activities implemented by the regional partnership should be evaluated by both formative and summative assessments.



WHAT'S YOUR ROLE?

Communities that build successful School-to-Work systems often find that the best way to begin is to identify and study a successful model. Information on some promising models is available from the federal regional office nearest you. In the meantime, here are some ideas to help you get started.

If You Are an Employer

- Form a partnership with educators and other interested employers to plan and start a STW program with a school in your community.
- Provide input to teachers on curriculum and special projects.
- Help schools develop courses that will prepare students for good jobs that are, or will be, available in the area.
- Offer tours for students, teachers, parents, etc.
- Be a guest teacher or speaker.
- Provide job-shadowing opportunities and work experience that reinforce and expand on what STW students are learning in the classroom.
- Provide opportunities for educators to learn more about the workplace through job shadowing and/or work experience.
- Hire qualified graduates of STW programs.

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If You Are an Educator

- Bring colleagues together with employers, labor organizations, parents, and others to plan and implement a STW program at your school.
- Learn about and experiment with curricula that are based on "real-world" work. Request how-to manuals from proven model programs.
- Help students become aware of the range of career options they can pursue through STW opportunities.
- Invest in professional development so that teachers, counselors, and administrators will be prepared to become partners in reforming the education system.
- Recognize the vital leadership role that counselors must play in building successful STW programs.

If You Are a Parent

- Let educators, civic organizations, and others know of your interest in bringing STW to your community.
- Volunteer to help build the system and keep it going.
- Urge your employer to provide work experience for STW students and volunteer to be their mentor or supervisor.
- Help your child understand the relationship between learning and earning. And teach that performance counts, both in school and on the job.
- Encourage local schools and employers to require and reward achievement.

If You Are a Student

- Tell your teachers and administrators that you are interested in STW.
- Talk with your friends about how STW could help them start on the road to a good job.
- Ask your parents to show support for a STW system in your community.
- Join or form a career club that supports your occupational interest and can become an advocate for STW.
- Aim high and make a commitment to a life of learning.

If You Are a Member of a Labor Organization

- Collaborate with state and local officials, employers, and schools to design a local STW system.
- Mobilize your local union training committee to offer high-quality training and meaningful work experience to students in STW.

- Become a mentor in the workplace.
- Provide information on different types of jobs available in your community.
- Educate your organization about STW through the local education officer of your union.

If You Are a Member of a Community-Based Organization

- Collaborate with state and local officials, employers, and schools to design a local STW system that reaches all types of youths, including dropouts.
- Work with educators and employers to ensure opportunities for young women to participate in STW.
- Work with employers and schools to provide opportunities for students from high-poverty areas or low-income families who might have low achievement levels or limited English proficiency.
- Serve as a broker among local employers, schools, and parents to help establish working partnerships.
- Mobilize support for students most at risk of failure or dropping out.

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SCHOOL-TO-WORK BENEFITS EVERYONE

Students

- get personal assistance in setting and attaining education and career goals
- obtain actual work experience while attending school
- gain self-confidence and experience success at school and work
- make the connection between what they learn in school and their future careers
- can choose from a wider range of occupations and educational options
- develop contacts that may broaden employment options
- receive a high-school diploma in addition to a recognized skills certificate
- may enroll in a college or university or go directly to work
- have more opportunities for high-wage jobs after graduation

Schools

- participate in improved opportunities for professional development from recruitment to retirement

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- integrate academic instruction with actual work and life experience
- come to a better understanding of real-world applications of academic knowledge
- reduce dropout rates, improve attendance, and increase enrollment
- gain improved guidance and counseling programs, which serve the needs of *all* students
- gain valuable resources from the business world—mentors, tutors, advisors, use of technology, etc.
- gain up-to-date information from businesses on the technologies, management processes, business practices, and structure of work in today's business organizations
- increase college placement and employment rates of graduates

Employers

- influence curriculum development to meet industry requirements
- evaluate potential employees in work settings prior to hiring
- gain access to an expanded pool of qualified applicants
- gain access to a more skilled workforce, one that is better able to compete in the global economy

Communities

- participate in the development of a skilled workforce
- experience economic growth through an expanded skilled workforce and taxpayer base
- become safer, more economically sound, and more desirable places to live and work

Parents

- gain more opportunities to provide input into their children's educational experience
- gain opportunities to participate in school activities and contribute their knowledge and expertise
- gain the satisfaction of knowing that their children are being better prepared for the next educational level and/or for the world of work
- gain access to a wider range of health and social services for themselves and their children

WHERE TO GO FOR MORE INFORMATION ABOUT STW PROGRAMS IN FLORIDA

In addition to the local school counseling office, career center, or school-district office, the following can provide information about STW programs.

- **School-to-Work Joint Services**
  Michael Brawer, Director, STW Joint Services
  John Marshall, Coordinator, Statewide Staff Development/Counseling/Marketing
  Tal Rushing, Coordinator, Work-Based Programs/ Youth Apprenticeship
  Barbie Williamson, Coordinator, Support Services/ Interagency Affairs
  Gayle Manley, Program Manager, School-Based Programs
  David Heron, Program Manager, Worksite Development
  Christi Taylor, Administrative Secretary
  Florida Department of Education
  Room 754
  325 West Gaines Street
  Tallahassee, FL 32399-0400
  (904) 488-7394
  Fax (904) 488-3192

  Judy Meyer, Coordinator, STW
  Adrienne Henzmann, STW Facilitator
  Florida Department of Labor and Employment Security
  Division of Jobs and Benefits
  1320 Executive Center Drive
  Tallahassee, FL 32399-0667
  (904) 488-7228
  Fax (904) 487-1753

- Margaret Edwards, Senior Governmental Analyst
  Governor's Office
  The Capitol, Room 1502
  Tallahassee, FL 32399
  (904) 488-4512
  Fax (904) 414-2261

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- Bob O'Leary
  Office of the Lieutenant Governor
  The Capitol, Room 1603
  Tallahassee, FL 32399
  (904) 488-4711
  Fax (904) 921-6114

- **Florida School-to-Work Clearinghouse**
  Rebecca Augustyniak, Clearinghouse Director
  Educational Services Program
  Florida State University
  251 Sliger Building
  2035 East Dirac Drive @ Innovation Park
  Tallahassee, FL 32310
  (800) 428-1194 (FL only)
  (904) 644-5549
  Fax (904) 644-8257

  Home Page:
  The Florida School-to-Work Information Navigator
  http://www.fsu.edu/~flstwtp/fl-stwtp.html

- Lanny Larson, President
  Mike Switzer, Vice President
  Jobs and Education Partnership
  816 South Martin Luther King Boulevard
  Tallahassee, FL 32301
  (904) 222-3227
  Fax 222-2327

- Zelda Rogers, Director, Special Projects/
  Florida Student Development Plan
  Florida Department of Education
  Room 644
  325 West Gaines Street
  Tallahassee, FL 32399-0400
  (904) 488-0400
  Fax (904) 487-3601

- **STW Evaluation System**
  Frank Hammons
  Florida International University
  University Park Campus, DM 242
  Miami, FL 33199
  (305) 348-3391
  Fax (305) 348-1551

- **Employer Involvement & Work Keys**
  Philip Rokicki
  Florida Atlantic University
  Room 106
  1515 West Commenrcial Boulevard
  Ft. Lauderdale, FL 33309
  (954) 351-4185
  Fax (954) 351-4176

- **Employer Recruitment & Marketing**
  Gordon Lightfoot
  Associated Industries
  516 North Adams Street
  Tallahassee, FL 32301
  (904) 224-7173
  Fax (904) 224-6532

1996 Florida School-to-Work Regional Coordinators

- **Region 1, Escarosa STW Partnership**
  Barbara S. Wall
  Pensacola Junior College
  1000 College Boulevard
  Pensacola, FL 32504
  (904) 484-1492
  Fax (904) 484-1826

- **Region 2, Okaloosa and Walton Counties STW Partnership**
  Ned Couey
  Okaloosa-Walton Community College
  100 College Boulevard
  Niceville, FL 34578
  (904) 729-5366
  Fax (904) 729-5215

  Joyce Goldstein
  Okaloosa-Walton Community College
  100 College Boulevard
  Niceville, FL 34578
  (904) 729-5366
  Fax (904) 729-5215

- **Region 3, Bay District STW Partnership**
  Edward T. Sheffield
  Applied Technology and Adult Education
  Bay District Schools
  1311 Balboa Avenue
  Panama City, FL 32401
  (904) 872-4300, SC 777-4300
  Fax (904) 872-4806

  Tanya Reinhart
  Applied Technology and Adult Education
  Bay District Schools
  1311 Balboa Avenue
  Panama City, FL 32401
  (904) 747-5828, SC 777-4300
  Fax (904) 872-4806

- **Region 4, Chipola Area Regional Education Enterprise Reachout System (CAREERS)**
  Gary Cook
  Chipola Junior College
  3094 Indian Circle
  Marianna, FL 32446-2053
  (904) 526-2761, SC 776-1101
  Fax (904) 718-2344

- **Region 5, Big Bend Regional STW Partnership**
  Dael Jones
  Applied Science Division
  Tallahassee Community College
  444 Appleyard Drive
  Tallahassee, FL 32304-2895
  (904) 414-1583
  Fax (904) 921-5722

- **Region 6, North Florida STW Partnership**
  Cindy Pledger
  Madison County School Board
  Tech Prep Office, c/o NFCC
  1000 Turner Davis Drive
  Madison, FL 32341
  (904) 973-5013, SC 296-5013
  Fax (904) 973-5014

  Pam Coidere
  Madison County School Board
  Tech Prep Office, c/o NFCC
  1000 Turner Davis Drive
  Madison, FL 32341
  (904) 973-5013, SC 296-5013
  Fax (904) 973-5014

- **Region 7, North Florida Crown STW Partnership**
  John C. Davis
  Lake City Community College
  Route 19, Box 1030
  Lake City, FL 32025
  (904) 752-1822, ext. 1215
  Fax (904) 755-1856

  Dennis Tarkenton
  Lake City Community College
  Route 19, Box 1030
  Lake City, FL 32025
  (904) 752-1822, ext. 1230
  Fax (904) 755-1856

- **Region 8, First Coast Regional STW Partnership**
  Ailene B. Howard
  Applied Technology and Career Development
  Duval County Schools
  Suite 328
  1701 Prudential Drive
  Jacksonville, FL 32207-8182
  (904) 390-2041, SC 825-2041
  Fax (904) 390-2235

- **Region 9, Alachua and Bradford Regional STW Partnership**
  Fran Holm
  Santa Fe Community College
  J-110
  3000 N.W. 83rd Street
  Gainesville, FL 32606
  (352) 395-5366, SC 650-5000
  Fax (352) 395-5882

  Angie Clifford
  Santa Fe Community College
  J-110
  3000 N.W. 83rd Street
  Gainesville, FL 32606
  (352) 395-5366, SC 650-5000
  Fax (352) 395-5882

- **Region 10, St. Johns River Regional STW Partnership**
  Glen Moore
  St. Johns River Community College
  5001 St. Johns Avenue
  Palatka, FL 32117-3897
  (904) 312-4063, SC 890-4064
  Fax (904) 328-7606

Peggy M. White
St. Johns River Community College
5001 St. Johns Avenue
Palatka, FL 32117-3897
(904) 312-4063, SC 890-4064
Fax (904) 328-7606

- **Region 11, Tri-County Regional STW Partnership**
  Hugh Rogers, Dean
  Technical Education
  Central Florida Community College
  P.O. Box 1388
  Ocala, FL 34478-1388
  (352) 854-2322, ext. 223, SC 655-1227
  Fax (352) 237-0510

- **Region 12, Volusia-Flagler STW Partnership**
  Mary Bruno
  Volusia County Schools
  P.O. Box 2410
  Daytona Beach, FL 32115
  (904) 255-6475, ext. 2202, SC 391-2202
  Fax (904) 947-5872

- **Region 13, Seminole Regional STW Partnership**
  Bettie Hogle, Director
  Applied Technology
  Seminole County Public Schools
  1211 Mellonville Avenue
  Sanford, FL 32771
  (407) 320-0076, ext. 241, SC 351-0076
  Fax (407) 320-0294

- **Region 14, Lake and Sumter STW Partnership**
  Susan Kelly
  Lake County School Board
  201 West Burleigh Boulevard
  Tavares, FL 32778-2407
  (352) 343-3531, ext. 224, SC 660-1221
  Fax (352) 343-0198

- **Region 15, Pasco-Hernando Regional STW Partnership**
  Gayle Brooks
  Pasco-Hernando Community College
  10230 Ridge Road
  New Port Richey, FL 34654
  (813) 847-2727, ext. 3264, SC 528-3263
  Fax (813) 816-3300

- **Region 16, Pinellas Regional Partnership for STW**
  Susan Burnett
  St. Petersburg Junior College
  P.O. Box 13489
  St. Petersburg, FL 33733-3489
  (813) 341-3392, SC 532-3353
  Fax (813) 341-3270

- **Region 17, Tampa Regional STW Partnership**
  Gus N. Paras
  Project Manager
  School Board of Hillsborough County
  Leary Technical Center
  5410 North 20th Street
  Tampa, FL 33610-8299
  (813) 231-1958
  Fax (813) 231-1869

- **Region 18, Polk County STW Partnership**
  William R. Jeffries, Assistant Superintendent
  Polk County Schools
  1915 South Floral Avenue
  P.O. Box 391
  Bartow, FL 33831
  (941) 534-0513
  Fax (941) 534-0788

- **Region 19, Orange and Osceola Counties STW Partnership**
  Vera Poitier
  Valencia Community College
  P.O. Box 3028
  190 South Orange Avenue
  Orlando, FL 32801
  (407) 299-5000, ext. 3223, SC 339-0111
  Fax (407) 426-9071

  Linda Hanson
  Osceola County Schools
  401 North Church Street
  Kissimmee, FL 34741
  (407) 344-5032
  Fax (407) 344-5038

- **Region 20, Brevard Regional STW Partnership**
  Mildred Coyne
  Brevard Community College–Cocoa Campus
  1519 Clearlake Road
  Cocoa, FL 32922
  (407) 632-1111, ext. 63556, SC 361-3556
  Fax (407) 633-4565

- **Region 21, Quad-County Regional STW Partnership**
  Jimmie Anne Haisley
  Indian River Community College
  3209 Virginia Avenue
  Ft. Pierce, FL 34981-5599
  (407) 462-4239, SC 246-4239
  Fax (407) 462-4796

  Peggy Mannering
  Indian River Community College
  3209 Virginia Avenue
  Ft. Pierce, FL 34981-5599
  (407) 462-4886, SC 246-4886
  Fax (407) 462-4796

- **Region 22, Heartland Regional STW Partnership**
  Michele M. Roberts, Dean
  Applied Sciences and Technologies
  South Florida Community College
  600 West College Drive
  Avon Park, FL 33825
  (941) 453-6661, SC 750-1164
  Fax (941) 453-9442

- **Region 23, Suncoast Consortium Regional STW Partnership**
  Anita Hocker
  Manasota Industry Council, Inc.
  Room 929
  1903 Northgate Boulevard
  Sarasota, FL 34237
  (941) 359-0430
  Fax (941) 359-0719

- **Region 24, Southwest Florida Regional STW Partnership**
  Diane Christianson
  Southwest Florida Regional STW
  3800 Michigan Avenue
  Ft. Myers, FL 33916
  (941) 332-1898
  Fax (941) 332-4839

  Jim Whittamore
  Lee County Schools
  2266 Second Street
  Ft. Myers, FL 33901-5813
  (941) 334-6221
  Fax (914) 332-1939

- **Region 25, Palm Beach County STW Partnership**
  Addie Pickert
  Adult, Vocational, and Community Education
  School District of Palm Beach County
  3312 Forest Hill Boulevard (A-334)
  West Palm Beach, FL 33406-5813
  (407) 434-8792, SC 262-8792
  Fax (407) 434-8908

- **Region 26, Broward County STW Partnership**
  Betty Talley
  Broward County Schools
  7th Floor
  600 S.E. Third Avenue
  Ft. Lauderdale, FL 33301
  (954) 768-8971
  Fax (954) 768-8969

  Davette Conner
  Broward County Schools
  4th Floor
  600 S.E. Third Avenue
  Ft. Lauderdale, FL 33301
  (954) 760-7430
  Fax (954) 760-7445

- **Region 27, Dade County STW Partnership**
  Laraine Bertani
  Dade County Schools
  Room 233
  1450 N.E. 2nd Avenue
  Miami, FL 33132
  (305) 995-1767
  Fax (305) 995-2750

- **Region 28, Monroe County Regional STW Partnership**
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  Monroe County Schools
  242 White Street
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  Key West, FL 33041
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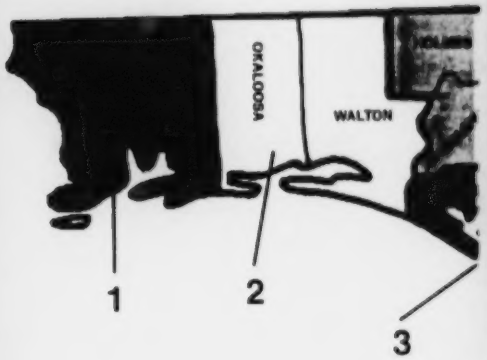
  Fax (305) 293-1485

Florida School-to-Work Regions

Region 1 Escarosa STW Partnership
Region 2 Okaloosa and Walton Counties Regional STW Partnership
Region 3 Bay District STW Partnership
Region 4 Chipola Area Regional Education Enterprise Reachout System (CAREERS)
Region 5 Big Bend Regional STW Partnership
Region 6 North Florida Regional STW Partnership
Region 7 North Florida Crown STW Partnership
Region 8 First Coast Regional STW Partnership
Region 9 Alachua and Bradford Regional STW Partnership
Region 10 St. Johns River Regional STW Partnership
Region 11 Lee County Regional STW Partnership
Region 12 Volusia Flagler STW Partnership
Region 13 Seminole Regional STW Partnership
Region 14 Lake and Sumter STW Partnership
Region 15 Pasco Hernando Regional STW Partnership
Region 16 Pinellas Regional Partnership for STW
Region 17 Tampa Regional STW Partnership
Region 18 Polk County STW Partnership
Region 19 Orange and Osceola Counties STW Partnership
Region 20 Brevard Regional STW Partnership
Region 21 Quad County Regional STW Partnership
Region 22 Heartland Regional STW Partnership
Region 23 Suncoast Consortium Regional STW Partnership
Region 24 Southwest Florida Regional STW Partnership
Region 25 Palm Beach County STW Partnership
Region 26 Broward County STW Partnership
Region 27 Dade County STW Partnership
Region 28 Monroe County Regional STW Partnership



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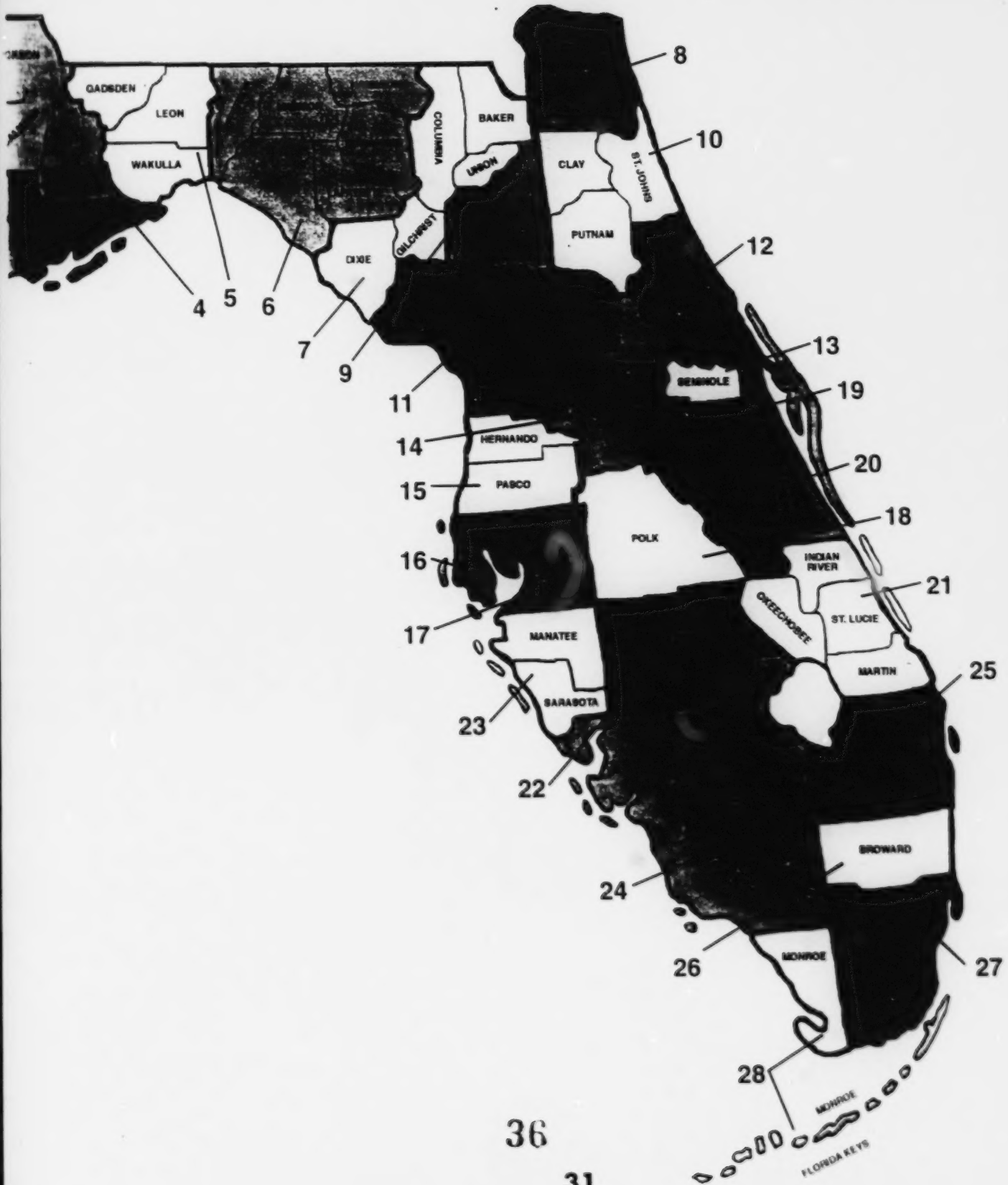
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Tallahassee, Florida
Frank T. Brogan, Commissioner
Affirmative action/equal opportunity
employer

Division of Applied Technology
and
Adult Education